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INTERNATIONAL EDUCATION AND THE JUNIOR COLLEGE, 1966, PROCEEDINGS OF A CONFERENCE SPONSORED BY THE SUB-COMMITTEE ON INTERNATIONAL EDUCATION OF THE COMMISSION ON ADMINISTRATION, AAJC (ST. LOUIS FEBRUARY 28, 1966).

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SUMMARIES OF PRESENTATIONS BY REPRESENTATIVES OF JUNIOR COLLEGES AND OTHER AGENCIES PROVIDE INFORMATION ABOUT VARIOUS ASPECTS OF INTERNATIONAL EDUCATION AND PROGRAMS FOR FOREIGN STUDENTS IN AMERICAN JUNIOR COLLEGES. A RESEARCH REPORT DESCRIBES PROBLEMS OF FOREIGN STUDENTS IN SUCH PROGRAMS--(1) LACK OF ADEQUATE ORIENTATION OF QUALIFIED FOREIGN STUDENT ADVISORS, (2) HOUSING, (3) FINANCES, (4) PREJUDICE, AND (5) "CULTURE SHOCK". THE STUDENTS IN THE SURVEY WERE GENERALLY PLEASED WITH THEIR CLASS AND INSTRUCTIONAL EXPERIENCES. FOUR JUNIOR COLLEGE PROGRAMS FOR FOREIGN STUDENTS ARE DESCRIBED, WITH ONE PROGRAM OF PREPARATION FOR AMERICAN STUDENTS TO SPEND A YEAR ABROAD. ESSENTIAL FEATURES OF EFFECTIVE INTERNATIONAL EDUCATION PROGRAMS ARE DISCUSSED AND THE WORK OF AGENCIES TO ASSIST COLLEGES IN THIS FIELD IS DESCRIBED. (WO)

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INTERNATIONAL EDUCATION and the JUNIOR COLLEGE

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Proceedings of a Conference on International Education in the Junior College

Issued by the Southeastern Junior College Leadership Program.

Distributed by
Raymond E. Schultz
Department of Higher Education
Florida State University
Tallahassee, Florida

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Proceedings of a Conference:

--sponsored by the Sub-committee on International Education of the Commission on Administration, American Association of Junior Colleges.
--held at Chase-Park Plaza Hotel, St. Louis, Missouri
--on February 28, 1966

Representatives of the following agencies served as resource consultants:
--American Association of Collegiate Registrars and Admissions Officers
--College Entrance Examination Board
--Education and World Affaris
--Institute of International Education
--National Association of Foreign Student Affairs
--Overseas Educational Service
--Partners of the Alliance Programs.

Conference Coordinator:
Mr. James Morrison
Graduate Student
Florida State University
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FOREWORD

The involvement of junior colleges in international education is a development that has grown like topsy. Only in recent years has there been an effort to give systematic attention to this development. One such effort was in 1963 when the Commission on Administration of the American Association of Junior Colleges appointed a sub-committee on international education. That sub-committee was continued through 1966.

Early in 1964 the sub-committee chairman Dr. Everett Woodman, President of Colby Junior College, developed a questionnaire to assess the extent of participation and interest by junior colleges in international education. That questionnaire was mailed to each junior college from AAJC headquarters. The results were analyzed by Mr. W. Alan Jones, a graduate student at Florida State University, and reported on at the Commission on Administration meeting held in conjunction with the annual convention of the American Association of Junior Colleges, Dallas, Texas, March 1, 1965. This report demonstrated that there was both substantial involvement and interest in international education on the part of junior colleges.

It was decided that the next effort of the sub-committee should be a conference involving a selected group of junior colleges which had a high degree of involvement and/or interest in international education. Mr. Albert Sims, Vice President of the College Entrance Examination Board, volunteered to bring together representatives of several agencies, which work in international education, to assist in planning the Conference. This group met with James Morrison and me in New York on October 15, 1965. It included representatives from the Association of Collegiate Registrars and Admissions Officers, College Entrance Examination Board, Institute of International Education, and National Association of Foreign Student Advisors. These representatives offered excellent advice and volunteered to provide consultants for the Conference.

Invitations were extended to approximately 30 junior colleges, nearly all of which sent representatives. What follows are summaries of the presentations made both by junior college and agency representatives. These proceedings contain excellent ideas and recommendations along with suggestions for obtaining further information. A junior college which is either embarking upon a program of international education or desires to improve an on-going program will find a wealth of valuable information here.

As Chairman of the subcommittee which sponsored this Conference, I take this opportunity to thank those who gave of their time and talents - all of which was donated - to make the conference a success. Also, a special word of gratitude is due Mr. James Morrison, graduate student at Florida State University, who as Conference Coordinator, did an outstanding job of organizing the program and summarizing the proceedings.

The preparation and distribution of this report was made possible by a W. K. Kellogg Foundation grant to the University of Florida and Florida State University for the Southeastern Junior College Leadership Program.

Raymond E. Schultz
Professor of Higher Education
Florida State University
and
Conference Director

PROCEEDINGS OF THE CONFERENCE ON INTERNATIONAL EDUCATION IN THE JUNIOR COLLEGE

1. Introduction

The Conference was introduced by Dr. Raymond E. Schultz, Chairman of the Subcommittee on International Education, who commented on the background and purpose of the Conference. This, the first such conference to be held under auspices of the American Association of Junior Colleges, was formulated in New York in October 1965 with the co-sponsors, the National Liaison Committee on Foreign Student Admissions, a committee composed of the American Association of Collegiate Registrars and Admissions Officers, the College Entrance Examination Board, the Institute of International Education, and the National Association of Foreign Student Affairs. The purpose of the conference was to bring together representatives of junior colleges which indicated a high degree of interest in international education with representatives of agencies which have major involvement in international education. It was expected that the conference would result in an exchange of information which could lead to steps which would increase the amount and quality of junior college involvement in international education.

2. Role of the Junior College in International Education

Dr. Walter Garcia, President of Modesto Junior College (California), introduced his topic by emphasizing the value of having foreign students on the American community college campus. The mere fact of our students having an opportunity to converse with students from different lands can serve to broaden their thinking, and enable them to see how other people in other cultures view life, values, and international politics. This kind of activity lends itself to a re-examination of one's own moral, political, religious, and economic value system and therefore contributes to the overall educational program of the institution.

Dr. Garcia then noted that although the foreign student program is important in a program of international education, there are other dimensions. The Federal Government, as evidenced by President Johnson's Smithsonian address of last September, is beginning to play a greater role in assisting developing nations, and in helping our colleges increase their knowledge of the world, as well as assisting in an exchange of scholars and students. Every indication points to the

fact that American higher education is on the brink of a massive new thrust into the field of international education. Dr. Garcia posed the following question: "Is the junior college movement, at this eleventh hour, in a posture that will permit it to participate fully in this new thrust?"

The answer, with qualifications, was negative. In fact, according to a recent article by Dr. Ruth MacFarlane, the American Association of Junior Colleges remains the only national association of higher education that does not have a commission on international education or that has not devoted a recent annual meeting to this new educational horizon. None of the several major studies and reports issued over the past five years concerning the responsibilities of American higher education in international education mentions the junior college--even disparagingly! The urgency for junior colleges, then, comes about because some critical decisions are now being made about higher education and the President's new program. It is imperative to persuade such men as Frank Keppel, John Gardner, and Al Frankel that it would not only be nice to consider how the junior college might be helpful, but that any program which did not visualize an important role for the junior college would be, by that omission, radically defective. But first, we and our association must be so persuaded. If we are convinced that junior colleges have a stake in international education, then we should immediately establish an AAJC Commission on International Education, develop a reasoned statement on the vital role of the junior college in international education, and, through a full-time AAJC staff person, carry this statement into the "councils of the mighty."

Dr. Garcia concluded by pointing out some of the more promising directions in which junior colleges are already moving. For example, such agencies as the Peace Corps are beginning to look to two-year institutions as logical training grounds for workers in developing nations and to junior college faculties as training leaders either in this country or abroad. Such organizations as the Agency for International Development are looking at the junior colleges as ideally suited for training students from developing nations and as providing faculty and administration to help in the establishment of community colleges abroad, particularly in underdeveloped areas. Some of our member institutions are developing appropriate overseas programs for junior college students in selected curricula, e.g., fashion design in Paris. Other colleges have been able to establish faculty exchange programs with sister institutions abroad. These are all encouraging signs of developing roles for junior colleges in international education. However, it still appears that we need to remind our colleagues in the senior institutions and in government that we do have a stake in this business, "But then," concluded Dr. Garcia, "this is not a new problem or one that we have not handled successfully in the past, is it?"

3. Research Report: How Foreign Students Evaluate Their Junior College Experience.

Mrs. Joyce Bloom, a doctoral candidate at Teachers College, Columbia University, was the second speaker. Mrs. Bloom presented a report of the findings of her recently completed comprehensive evaluative study of foreign students in junior colleges in terms of these students' perceptions of their experiences while studying in this country. She began by noting that the foreign students who are today studying at our colleges will some day play leading roles in their own countries. In fact, with the shortage of educated men in many underdeveloped countries, the time lapse between their departure from our country and their assumption of positions of importance in their own countries will not be long. For this reason it is hoped that the education offered to these students and the personal experiences they meet will predispose them favorably toward the United States through an understanding of our people and our way of life. This is certainly one of the goals we have for engaging in programs of international education.

Unfortunately, it seems that we are going about it in the wrong way. The experiences encountered by Mrs. Bloom's sample of foreign students in junior colleges in the academic year 1963-64 lend support to Julius Myere's statement that you produce a pro-American student by sending him to study in the Soviety Union and a pro-Soviet student by sending him to study in the United States. Twenty per cent of the students in her sample spoke of encounters with physical violence and 50 per cent indicated meeting overt or open prejudice. Of course, much of this occurs because almost half of the foreign students come from nations which represent racial minorities in the United States. Twenty-five per cent come from the far East and 21 per cent come from the middle East, thereby providing a definite indication that not only are many students "dark skinned," but also come from cultures substantially different from our own. Consequently, they experienced "culture shock" as well as difficulty in comprehending the American language.

Such factors intensify the need for an adequate orientation program and qualified foreign student advisors. On the whole, however, there are no special orientation programs or foreign student advisors for these students. Most faculty members with the title of "Foreign Student Advisor" are active only in an academic capacity. Many students spoke of not having a specific person who is aware of the difficulties outside of the classroom. Their academic counselor was usually not aware or was unsympathetic to their personal problems. They tended to be unfamiliar with such matters as immigration laws, foreign student employment, and the need for these students to file income tax returns.

Mrs. Bloom emphasized that it is essential for a foreign student advisor to be properly prepared to deal with the foreign student. As a member of the community, he should be aware of the attitude of that community towards foreigners and minority groups. These factors, too often ignored, must be considered so that the students often recognized as members of minorities can be carefully guided to avoid traumatic

incidents. An important question here, of course, is why such students should even be accepted if this kind of danger is unavoidable and bound to be disagreeable.

Housing posed quite a dilemma for most of the foreign students. Only one-third had pre-arranged housing available before they arrive on campus, and this housing was mainly in the dormitories of the private residential colleges. However, 68% of the students were at public colleges and most of these had to fend for themselves in finding living quarters. Some students were given the standard housing list of available accommodations. Unfortunately, many of these lists were not examined for landlord prejudices or sub-standard conditions. Nor were they surveyed as to area and desirability for housing foreign students. Fifty per cent of the students narrated about being refused the available housing that was listed, most feeling that their refusal to get suitable housing was based either on their race or because they were foreigners. This situation was even worse for the students who were not provided with a housing list. The majority of the foreign students moved more than once during the first year, giving such reasons for moving as poor bathroom facilities, filth, insufficient heat and light, constant noise that prevented them from studying or being in an undesirable area. Twenty per cent gave the reason for their move as a feeling of prejudice or dislike against them. Such students were not accustomed to meeting with prejudice and had no reason to expect it. Such experiences proved to them that United States propaganda emphasizing devotion to the ideal equality for all people was untrue. This was dramatically brought to light by one student who wrote on the face of his questionnaire that "America is a lie--inequality for many--prejudice--prejudice--prejudice." The shock, disillusionment and personal mortification that the student undergoes on encountering direct prejudice cannot be fully appreciated by those of us whose lives have been free of such limitations.

Many students encountered prejudice during social situations as well. An Arabian student recounted how he dated an American co-ed one evening. The next day he was horrified to find out that the girl's mother had received a threatening and obscene telephone call telling her to move because she was permitting her daughter to date Negroes. The fact that there was a mistake on the part of the caller concerning the student's race did little to enhance the student's image of America. Some students were prevented from attending social affairs. Others recalled embarrassing situations when they requested girls to dance with them. Mrs. Bloom suggested that to minimize antagonizing the people of a community or rebuffing the foreign students, the college should either not accept them or accept a sufficient number of both sexes to provide companionship for each other.

There are other problems with the community at large. Towns in the North and West as well as the South refused to provide African students with personal services. Several students from these nations claimed that it was impossible for them to get their hair cut or their

clothes altered except by travelling to a neighboring community with a Negro population for these relatively minor personal services. There were also unpleasant occasions in restaurants, where some students complained of receiving bad service. Some were certain that waiters deliberately spilled food on them.

Another difficulty with communities resulted from the financial problems of students. Approximately 85 per cent financed their studies by funds from home or from employment in this country. Only 15 per cent were financed by government scholarships. Many relying on their families found that they had insufficient funds to carry them through two years of study and had to rely on the institution or community for their support. Others came into financial difficulty as a result of not fully understanding the peculiarities of American credit buying. These students were fascinated by their ability to buy things without cash and delighted by many gadgets which were unavailable in their own countries. As a result, many students forgot their budgets and over extended themselves, thus exposing themselves to the shock of having items repossessed or of being harrassed and threatened with legal action. Such financial difficulties resulted in blows to their status, self respect and self esteem.

Not all of the conclusions by Mrs. Bloom were negative, however. Many of the students, including those who encountered the above problems, wrote that they would nevertheless recommend their schools to others in their home country. The basis for such commendation was the satisfaction they achieved in their class situation. Academically, the students enjoyed the classes which they felt were small enough to prevent them from becoming lost. They praised the faculty, particularly those who went out of their way to render assistance when so requested. They spoke of the churches they joined and of the pleasantness of this situation. For most of the students, in fact, the church was the only true social contact they had with the people of the community. Here the students were often active participants in church affairs and visited in the homes of the other members. They also came into contact with student and community organizations from lecturing to such groups about their country and their own customs.

Mrs. Bloom concluded by maintaining that the students were generally satisfied with their education in the United States. The question is, however, if the United States and more directly, the two year colleges should be satisfied with the students' experiences. Apparently we are succeeding in educating foreign students in our junior colleges, but are we winning friends for America? We should emphasize and address ourselves to the problems which appear to be deleterious to our goals. If we can recognize and adequately deal with these problems, imagine how much more immensely successful we could be in our junior college international programs.

4. Panel: Selected Junior College International Education Programs--Difficulties and Successes.

Dr. Everett Woodman, President of Colby Junior College, was the first speaker on this panel. Although the international education program at Colby Junior College is not an extensive one, it was developed with emphasis on integrating the program into the curriculum and objectives of the institution. Special consideration is given to developing activities in areas that were especially strong in the College. Dr. Woodman's major point was that an institution must consider its own goals and objectives along with its resources in developing programs of international education.

Dean H. C. Bennion of Ricks College, Rexburg, Idaho, described the foreign student program at that institution where approximately 100 of the 2400 students come from foreign countries. The strongest point in Ricks' program is the integration and acceptance of foreign students into the student body and the community. The factors which contributed to a positive acceptance were: (1) an internationally minded president who fostered this attitude among his faculty, students and community, (2) the fact that over 300 of the student body has travelled and lived in foreign countries as Christian (Morman) missionaries, (3) the encouragement and aid of foreign students by many of the business and professional leaders in the community and (4) the activities of the Rotary International Club which has been active in sponsoring banquets and programs, as well as giving generous financial aid to foreign students. Major problems encountered at Ricks College have been the ones enumerated by Mrs. Bloom, i.e., lack of competence in English by many of the students, financial problems of some of the students, and the problems of getting accustomed to strange social customs, culture and food with generally insufficient orientation.

President Robert Faul of Monterey Peninsula College (California) next described the well-developed international student program at this institution. The program was developed on the belief that it is the moral responsibility of the advanced nations to help with the social and economic improvement of those that are in the process of emergence. This, in conjunction with the belief that knowledge and sensitivity about cultures that differ from ours is a necessary part of general education in the contemporary world, formed the basis for the development of international student programs at Monterey.

The foreign student is admitted at Monterey after showing a competence in English through the Test of English as a Foreign Language (TOEFL) examination, after presenting a satisfactory secondary school record, and after giving assurance that he will receive adequate funds each year that he is away from home. (Monterey attempts to insure against financial encumberance through encouraging each student to maintain on deposit the sum of $500 and bring with him $1800 for his first year of study.)

Upon arrival the student is met by the foreign student advisor or by community volunteers in case it is impossible for the adviser to meet the student. Living accommodations are arranged through the office of the advisor with the expectation that the students live only in approved housing. Preliminary orientation includes a program of activities and discussions which aim to launch the student academically as well as socially within the college and the community. In addition, a special orientation class is conducted during the first nine weeks of the semester. This class meets three times a week and carries one unit of college credit. There are also special English language classes for foreign students.

Community relationships are fostered by the Citizens International Student Committee, a committee which has functioned for over ten years providing hospitality and cultural experiences for the foreign students.

President Faul noted that the international program at Monterey Peninsula College has and is meeting outstanding success not only because of acceptance by the college community but also because the institution is located in a very internationally minded community. Too, since the National Defense Language Institute is located nearby, the College is able to enhance its program by offering a wide variety of languages taught by outstanding native instructors.

The Honorable Horace H. Smith, former U.S. Ambassador to Laos and currently director of the Overseas Service Program of Bennett College in Milbert, New York, talked about "the other side of the coin," i.e., a program training American girls to live and work abroad. This program was inaugurated six years ago to prepare American girls to live and work abroad for at least an academic year following graduation in order to prepare them to help fill a recognized need of American government and industry for young women, broadly educated, well oriented to a foreign culture, and trained in office skills. The program seeks to develop young women who will be sympathetic and understanding representatives of the United States and who, both at home and abroad, will be citizens with a realistic and soundly based international outlook.

The program consists of two years of study at Bennett with, for the qualified graduate, a third year abroad in an apprentice position leading to a certificate from the College upon satisfactory completion of that post. Consequently, the emphasis in curriculum may be divided into training in English and secretarial skills, development of facility in a second language (French, Spanish, or Japanese), and orientation for working and living abroad. In addition, there are coordinated programs which enable majors in child study to prepare themselves for teaching apprenticeships during their third year abroad. In individual cases it has been possible to arrange courses for overseas service program majors who are planning service as apprentice teachers of English as a foreign language in Japan, Greece, and elsewhere. Drama, design and merchandizing majors also have had opportunities under the coordinated program for a year of apprenticeship abroad.

Students electing the overseas service program with concentration in French or Spanish usually have three or more years of language study and are required to take College Entrance Boards achievement tests in it. With the aid of native instructors, a language laboratory, and "language tables" (i.e., dining tables at which only the foreign language is spoken) at week-day meals, they can approach the bilingual efficiency which the third year abroad is intended to complete. French and Spanish shorthand courses are offered to second year students who are qualified and able to carry on this additional work.

As noted, the third year abroad is designed primarily to complete the overseas service program secretarial experience in a part of the world where the student's second language is commonly used. Apprenticeship positions are usually full-time with salary based on the local wage scale. Part-time apprenticeships have been arranged for students having a special interest or need for study abroad. In either case, the student contracts with the college and her employer to remain at her post for a period of 8 to 12 months. Ordinarily she will live with a native family or in a small hotel.

The Overseas Service Program has encountered problems. It has been difficult to locate adequate financial support for the program, a difficulty, due, in part, in finding girls suitable prepared for such an experience and in finding parents willing to send their daughters to Paris, Rome or Tokyo for a year. Too, it has been difficult to find foreign firms and institutions willing to take Bennett College apprentices. Nevertheless, the program is considered very successful in spite of these difficulties.

Dr. Ruth MacFarlane, Associate Professor, Pasadena City College, currently on leave second semester while serving as a program coordinator for the Peace Corps Training Program at the University of California, Los Angeles, was the last panel member to speak. She described the Pasadena City College international program which involves foreign students, international curricular offerings, a faculty committee on international education, overseas campuses, and the Agency for International Development contracts.

The foreign student program at Pasadena City College is probably the largest of any junior college in the country, with each year bringing 150-180 F-visa students plus another 200 or so in the immigrant category. Between a third and a half of these students participate in the English "block program." The unique contribution of this institution has been, however, community involvement in the foreign student program. One community volunteer has an office on the campus and is committed to the task of integrating the foreign students into the community. This volunteer finds homes, runs interference on many community relationships and works closely with the foreign student advisor who is also involved in many community contacts on behalf of the foreign student. Even so, there are problems involved with administering the program.

In handling the "foreign student problem" Dr. MacFarlane urged not trying to solve it by eliminating the foreign student through English proficiency tests, high tuition costs, and other devices, in the name of "standards." She noted that although these are efficient ways of handling a complex problem, they represent a process that belies the open door philosophy of the community college and ignores some of the uncomfortable facts of international development. It is a policy that tends to favor certain countries or regions as well as the upper classes, perpetuating the very systems of elite education which programs of international development seek to change.

What can community colleges do? First, they must recognize that the foreign student needs a vestibule experience into American life if he is to become an effective student. Regardless of how proficient English tests are, the foreign student still needs a reasonable period of immersion in "American" as a second language, indeed as a third, a fourth, or as even a fifth language. By instituting an American "block program," the college can serve a dual purpose: first, greater language proficiency; and second, cultural immersion. Three days of orientation are better than nothing but certainly not enough. Why not three months of orientation? Why not a kind of Peace Corps Training program for foreign students? Such a program might consist of 50% language; 25% cultural immersion into a new, different society to include community experience, living with families, field trips, etc.; and 25% devoted to "bull session" seminars on American institutions, not the formal structure of federal and state systems of government, but the real "gutty" kind dealing with civil rights and the idiocyncrasies of the American way of life. Some of these seminars could deal with health education, or how to survive comfortably when up against foreign foods. Other seminars could be concerned with providing opportunity to talk out feelings and frustrations encountered when living in an alien culture.

Pasadena City College offers courses on Asian, Latin American, and African civilizations. The proposed federal legislation on international education opens the way to the development of an undergraduate center of international studies. The language program is extensive, consisting of everything from Swedish to Arabic to Brazilian to Portuguese as well as the more common languages of Spanish, French, German, Italian, and Russian. The curriculum will assume a new dimension next fall when the community action curriculum for terminal students is initiated. This curriculum is devised to train young and old alike as neighborhood aids to meet the needs of the two wars on poverty--the domestic war and the international war.

At Pasadena City College there is a very active Committee on International Education consisting both of faculty and administrative staff. This committee explores ideas on international education such as possible AID contracts and bringing a Peace Corps training program to the Pasadena City College campus.

The College has two overseas campuses, one in Paris and one in Madrid. These campuses were initiated by the Language Department, but it is hoped that other departments will enter this program. There is no reason why art-history could not be taught in Florence, fashion design in Paris, or have bilingual secretarial science majors serving apprenticeships abroad. The opportunities are unlimited and exciting.

Pasadena City College has had one AID contract consisting of 12 to 15 foreign nationals brought to this country to learn more about police communications systems. They are now negotiating for a second contract with Sao Paulo, Brazil which would involve establishing a post-secondary institution in Sao Paulo where the need for middle level manpower is pressing. President Johnson's recent message on international education and his proposed legislation on this topic should open doors to overseas opportunities such as this for community junior colleges. The bottleneck in the developing countries is middle-level manpower--a void which our community colleges are uniquely qualified to help fill.

In fact, why not have the community college as a stage for the Peace Corps Training Program? This appears to be a natural, and was a major conclusion of Dr. MacFarlane's dissertation on "The Community College and the Peace Corps." The junior college is much more concerned with middle-level manpower development than any other institution of higher education.

Dr. MacFarlane had some suggestions for administering an international program in a community college. First, such a program should be administered from the president's office. Second, to avoid making the same mistakes that the universities have made, the institution should pay careful attention to the Ford Foundation's study made in 1960 and John Gardner's book, AID and the Universities. Third, pains should be taken that overseas assignments for faculty members do not result in a penalty for the faculty member. In other words, he should be paid through his department so as not to "miss a step" with respect to retirement, seniority, and other fringe benefits. Finally, additional administrative posts in the institution might be warranted in order to deal with the complex federal, state and district relationships now involved in international education.

In conclusion, Dr. MacFarlane noted that the community junior college was the best equipped level of higher education to integrate the foreign student into the community, and through the community, into the complex American culture which so frequently defeats him or wastes so much of his time. Too, the staggering need of developing countries for middle level manpower focuses the spotlight on the community college which has developed the techniques involved in training such manpower. In addition, the community college is uniquely equipped to train for overseasmanship either by taking on short term contracts for Peace Corps training, by participant training, or by developing special community action curricula which would serve in the war on domestic poverty as well as in the war on international poverty. The community action and/or

community development which put the Peace Corps on the cutting edge of foreign policy has become the sine qua non of hardheaded foreign aid programs today, including the pacification policy in Viet Nam. Our community has become the world. We should develop our international education program in this light.

5. Panel: Essentials of a Successful International Education Program.

Mr. William Strange, Admissions Officer, Indiana University, representing the American Association of Collegiate Registrars and Admissions Officers, served as chairman. He introduced Mrs. Katherine Bang (National Association of Foreign Student Affairs), Dr. James Davis (Institution of International Education), Mr. Sanford Jameson (College Entrance Examination Board), and Mr. Peter Cooke (Education and World Affairs/Overseas Educational Service). Each described the role of his or her organization in the international education field and how that agency might provide assistance to junior colleges in developing and improving such programs.

Mrs. Bang, the first speaker, described the NAFSA field service program, a program which began in 1953 with a grant from the United States Department of State. This program is designed to aid institutions in several ways. First, NAFSA is prepared to send some forty-odd experienced consultants on admissions, the teaching of English as a second language, and community programs to the campus of requesting institutions. These consultants will render a confidential report to the president or administrator charged with responsibility for the institution's foreign student program. Second, NAFSA offers in-service training grants to junior college staff members who work with foreign students. Such grants make it possible for these staff members to observe international education programs of other institutions and to confer with the staff who direct these programs. Among those who have benefited from this experience are foreign student advisors, members of the staffs of foreign students and admissions officers, teachers of English as a second language and community volunteers. Grants cover transportation costs and per diem. Applications for such grants may be secured from the field service office. Third, the NAFSA field service program sponsors one day workshops and seminars on concern of personnel involved with various aspects of foreign student programs. Travel grants and per diem are available for these workshops and seminars. Finally, the NAFSA field service program publishes material relating to the administration of foreign student programs. The Guidelines publication is the most prominent of these. This publication provides essential background and practical information in eight areas: (1) selections and admissions, (2) English language proficiency, (3) initial orientation, (4) academic and personal advising, (5) housing, (6) finances and employment, (7) interpretations of the United States to foreign students, and (8) American-foreign student relationships. The Guidelines notebook is offered to all institutions enrolling foreign students and can be obtained from the NAFSA central office, 809 United Nations Plaza, New York, New York 10017. In addition, the field service staff is also

prepared to review and make recommendations regarding materials prepared by colleges and universities both for overseas distribution to prospective students and for campus use.

Mrs. Bang concluded by stating that the Department of State has given NAFSA money to help institutions of higher education improve their programs for students from abroad. If any institution wishes such assistance, the president or administrator in charge of the program should contact Mrs. Bang at NAFSA headquarters.

Dr. James Davis, Vice-President of the Institute for International Education, spoke next. He brought out that the Institute is very active in student exchange programs. An example is a program operated in conjunction with the Department of State whereby student selections are by a bi-national committee. Most of these students are wholly or partially financed through sponsoring agencies. Sponsors are informed of the students' progress by means of periodic reports resulting from visitations of IIE staff members operating out of six regional offices. Each year a survey is made of institutions that want to participate. Such institutions are offered completed applications of foreign students who desire to study in the United States.

Another service, called the Applicant Information Service, operates in cooperation with the American Friends of the Middle East and the American Korean Foundation. The overseas office in each region arranges for a professional interviewer to make an interview with the applicant. The interviewer, in turn, sends to the institution information relating to the applicant's academic background, relative strength in certain fields, motivation, personality, health, financial resources, and the standing of the institution(s) which he has attended. If an institution has an applicant from certain countries of Southeast Asia, East Africa, and South America, a professional interviewer from IIE will interview the applicant.

Dr. Davis then described the activities of the National Liaison Committee on Foreign Student Admissions, a committee consisting of AACRAO, CEEB, IIE, and NAFSA. These organizations, intimately concerned with foreign student admissions, have been working together informally since early 1964 to promote activities that will improve the quality of foreign student admissions to colleges and universities in the United States. Their activities have included sponsering workshops such as the one in Chicago on the Indian student. This year workshops are being sponsored on students from Thailand, Hong Kong, the Middle East, North Africa and Latin America. The proceedings of these workshops are being published.

The Committee has attempted to serve as a clearing house for information and planning with respect to all foreign student admissions workshops. This aids in insuring that experiences are interchanged, techniques for the conduct of workshops are refined, and duplication of effort is avoided. In addition, the committee has liaison with organizations such as the American Friends of the Middle East, The African-

American Institute, the Department of State, and the U.S. Office of Education in relation to workshop activities.

IIE has produced a number of publications in the foreign student field, including an annual census of foreign students, a study on undergraduate programs abroad (which includes a supplement of criteria and guidelines for the development of such programs), and a handbook on study abroad. The latter is published in two volumes, one volume for foreign nationals and one volume for United States nationals--both of which serve as invaluable guides for those planning and administering international education programs.

Dr. Davis concluded by commenting on the exchange Peace Corps program, which has been recommended by the President. This program would be designed to bring carefully selected young people similar to our own Peace Corps volunteers, but from other countries, here to work. It is conceivable that some could work in the junior colleges as resource persons and/or as language teachers. Would junior colleges be willing to pay such persons an amount that would cover the cost of their maintenance and possibly some of the administrative costs of such a program? If so, there is a possibility of junior colleges obtaining the services of these people. Anyone interested should contact: Dr. James Davis, Vice President, Institute of International Education, 809 United Nations Plaza, New York, New York, 10017.

Mr. Sanford Jameson, representing the College Entrance Examination Board (CEEB), was the next panel member to speak. CEEB was founded in 1900 as an agency to facilitate the transition from secondary school to college. Consequently, the major concern of the Board has been in the area of admissions, financial aid, and placement. The Board's international activity is developing around two major objectives: first, to help improve the procedures employed by our colleges and universities so that the admission of foreign students may reflect decisions which are in the best interests of both the student and the institution; and, second, to provide, from the resources of the Board and its membership, advice and assistance to those institutions abroad interested in improving their admission procedures.

In July, 1965, the Board, in association with Education Testing Service (ETS), assumed responsibility for the program known as TOEFL (Testing of English as a Foreign Language). This program originated in 1963 with assistance from the Ford Foundation at the initiative of a group of about 30 private organizations (one of which was AAJC) and governmental agencies concerned with the testing of the English proficiency of foreign students applying for admission to educational institutions in the United States. The acceptance of TOEFL has been widespread, and though not a "be all and end all," has shed light on the sticky problem of assessing English language proficiency.

Another activity of the Board is the College Scholarship Service. This Service is in the process of developing a sub-committee for foreign student financial aid. This sub-committee will undertake

to bring to bear all available expertise on the problem of assessing the financial need of the foreign student. It is expected that the efforts of this group will lead to more effective and efficient handling of this matter.

Mr. Peter Cooke represented Education and World Affairs and its affiliate organization, Overseas Educational Service. Education and World Affairs was established in 1963 as an outgrowth of the recommendations of the report of the 1960 Committee on the University and World Affairs. Its purposes were to focus on major issues confronting government, private agencies, and U.S. colleges and universities in the area of international education. During its earlier years, EWA has attempted to pursue this concern in the following ways:

1. Publishing studies which focus on general issues. Major publications have been:

   AID and the Universities
   The U.S. Office of Education: A New International Dimension
   The Foreign Student: Whom Shall We Welcome?
   The University Looks Abroad

2. Establishing the College and World Affairs Committees which are concerned with issues on a functional basis.

3. Developing such facilitating Services as the Overseas Educational Service and the Universities Service Center in Hong Kong.

The mission of OES is to expand and to improve the quality of the corps of American educators serving in colleges and universities in Africa, Asia, and Latin America. Its services include:

1. Helping to find appropriate posts abroad on behalf of American colleges and universities interested in overseas experience for members of their staffs.

2. Disseminating information to institutions and individuals about teaching, research, and administrative posts that are open in the developing countries.

3. Helping to recruit American faculty and administrators to fill these posts.

4. Helping to solve the personal, economic, and career problems involved in extended overseas service. This assistance might include negotiating contracts, securing retirement and insurance benefits, arranging for extended leaves of absence, and assisting with reemployment in the United States.

5. Arranging orientation for faculty members before they embark upon overseas service.

6. Providing information to those who seek it on educational systems and individual institutions in Africa, Asia, and Latin America.

7. Interviewing and evaluating the credentials of qualified foreign graduate students in the United States who are candidates for academic positions in developing countries.

8. Continuing research into the problems involved in overseas educational service by Americans.

OES does not aspire to be the sole agency handling recruitment for educational positions abroad. This job will continue to be performed by missionary bodies, government agencies, foundations, and other private organizations as well. But OES does hope to provide increasingly valuable services to an expanding number of qualified teachers, as well as to responsible institutions of higher education in the United States and overseas.

Areas in which EWA/OES might be of help to the AAJC seem to be somewhat limited at the present time. The particular circumstances limiting the relations are based on the following:

1) The relative newness of EWA/OES

2) The complexity of the international education realm

3) The conscious desire of EWA/OES not to develop too many programs too fast, thereby running the risk of being spread too thin and resulting in poor quality work.

There do seem to be elements of EWA/OES programs which are immediately and directly relevant to the international interests of the AAJC. These seem to be the following:

1) The information services of EWA. Many of the reports issued by EWA, even though they do not focus specifically on issues confronted by junior colleges, do portray universal issues which affect all groups involved in international education. These reports may save a great deal of time by giving the experience of others and specifying problems which need to be anticipated in international programs.

2) Informal liaison with EWA/OES regarding institutional developments within AAJC in the area of international programs. The forum for discussion is always open in the hope that the developing dialogue will define and clarify issues, and lead to well designed programs to achieve consistent goals. The EWA/OES clearing house on information perhaps can provide this forum.

3) OES can aid in development of faculty experience overseas institutions. This activity will be most important in the tooling up stage of the growth of faculty interest and competency.

Beyond these specific ways in which EWA/OES can be of assistance tp the AAJC, Mr. Cooke offered the following suggestions to junior colleges which are contemplating the development of international programs:

1) Such programs need to be carefully planned. These plans should be predicated on explicit goals but they should not exceed available financial support or the capabilities and interest of the staff involved. No more should be attempted than can be done well.

2) Programs should draw heavily from the communities they intend to serve. This should be a two-way flow drawing experienced people from the community and also feeding experience back into the community. Universities and colleges in a specific region should be consulted and attempts made to integrate international education efforts.

3) There should be curriculum integration to the end of creating a "concept of world affairs." Focus should be given within the capabilities and interests of persons available.

4) Faculty competency should be stressed through such mechanisms as OES experience, use of returning Peace Corps workers, participation in NDEA summer institutes, and development of in-service faculty seminars, particularly in conjunction with more experienced institutions of the area.

5) Programs of the junior colleges should draw up their strengths. Initially this could be in the area of technical and vocational education, specifically the mid-level technical area. These programs could comprise bringing students to the United States, Peace Corps training programs, and faculty participation abroad.

The Chairman, Mr. William Strange, Admissions Officer of Indiana University, representing the American Association of Collegiate Registrars and Admissions Officers (AACRAO) was the final panelist to speak. AACRAO was formed in 1910 and consists of administrators in admissions, registration, records, financial aids, and institutional research. AACRAO's primary role in connection with foreign students is the identification, selection, admission, academic placement and enrollment of such students. There are five committees in AACRAO's international education activities group. These are: (1) selection and admission of foreign students, (2) academic advising and placement of foreign students, (3) study abroad, (4) credential evaluation, and (5) research on international education.

Over the last ten years AACRAO has published twenty-nine books and pamphlets on evaluation of educational systems in foreign countries. These publications should be very helpful in aiding junior colleges in determining the qualifications of applicants.

Many junior colleges and others can easily become institutional members of AACRAO. Each member institution has from one to four representatives. These representatives: (1) receive free all AACRAO publications including the World Education Series, College and University (a professional quarterly) and the Newsletter (also a quarterly), plus publications on such matters as enrollment studies, machine applications, space utilization, etc.; (2) may participate in regional AACRAO meetings (usually on a state basis) where international education is a frequent subject of discussion; and (3) may participate in national meetings where international education is a major subject of involvement. Such programs include panels and discussions on the selection and admission of foreign students, the evaluation of foreign credentials, study abroad, and research in international education. In addition, workshops on leadership and service in international education aimed at developing competence as consultants, credential analysts, and community resource people are often included.

Mr. Strange concluded by noting that AACRAO joins with AAJC and other agencies in the Council on Evaluation of Foreign Student Credentials. This Council produces recommendations for the placement of foreign students in U.S. colleges including junior colleges (recommendations to date cover 71 countries).

6. The Partners of the Alliance Programs as Exemplified by the Florida-Columbia Projects.

Mr. Wade D. Fleetwood, Associate Director of Partners Alliance Programs in Washington, D.C. and Mr. Lawrence L. Benson, Coordinator for the Florida-Columbia program presented this part of the program. Mr. Fleetwood began by describing the Alliance for Progress as not a United States government program, but a program in which the republics of the hemisphere have pledged to undertake together the massive task of achieving "maximum levels of well-being" for all peoples of the America's. The Charter of Punta Del Este that created the Alliance for Progress states that one of its purposes is "to enlist the full energies of the peoples and governments of the American republics" toward this goal. The Partners of the Alliance Program, then, as a complement to the government-to-government program, is an attempt to reach out and touch the man in the rural and slum areas of Latin America. The office in Washington serves as the catalyst that seeks to bring together in partnership the private community in the United States with private groups and organizations in Central and South America. It serves as the channel through which people can directly participate in a program designed to assist those helping themselves. There are currently private groups in twenty-nine states of the United States joined in partnership with twenty-nine areas in twelve Latin America republics.

Mr. Fleetwood pointed out that in the President's message of March 2, 1966, to the Congress, regarding international education, it was proposed that there be:

1. a permanent and long-range world-wide commitment to International Education;

2. a center for educational cooperation;

3. grants to U.S. universities and colleges for teaching international subjects;

4. assistance to land-grant colleges and universities for a study of tropical agriculture and other subjects;

5. establishment of international courses in secondary and elementary schools;

6. establishment of 1,000 school to school partnerships; and

7. more assistance to foreign students in the United States.

Two year colleges have an opportunity to step to the fore as leaders of a massive new educational program in Latin America because of their emphasis on the development of middle-level technical or terminal educational development. This role in Latin America could be enhanced by the utilization of the Partners of the Alliance apparatus now developed in 29 states. Most Partner's states have education committees whose major purpose is to handle scholarships in foreign student programs. Through private sector sources they can assist in securing room and board as well as part-time employment for those foreign students studying at a community junior college. The Partners of the Alliance Committee in each state are geared to obtaining assistance for foreign students from the various groups and organizations in their local communities. Thus the partners can be an important resource to community junior colleges. Many areas of cooperation are available for the exchange of information and services through such organization. The Partners committees welcome the opportunity of working with junior colleges in developing and implementing their programs of international education.

Mr. Lawrence Benson, coordinator of the Florida-Columbia Alliance Program and an assistant in the Florida Secretary of State's office, then presented a paper on the Florida-Columbia Alliance illustrating how one of the Partners' programs has worked successfully with the junior colleges of Florida and with ICETEX--the national Columbian agency responsible for coordinating student travel abroad.

The Florida Partners Committee on Education was appointed by Secretary of State Tom Adams in 1963. This committee has been successful in arranging scholarships for Columbian students selected by ICETEX.

In addition to coordinating student travel, ICETEX is responsible for preparing manpower and other educational studies throughout Columbia, for granting loans to qualified needy students whose skills fit Columbian manpower needs, and in helping these students locate meaningful employment upon their return to Columbia. Incidentally, this organization has also arranged for reciprocal scholarships for Florida students who desire to study in Columbian universities.

One of the Alliance Educational Committee members (the Director of Florida's Division of Community Junior Colleges) secured agreement from eight junior colleges to grant a total of 48 out-of-state tuition and enrollment waivers for Columbian high school graduates. The Committee was interested in having students placed in junior colleges because these institutions possess characteristics which make them attractive to international students. Compared to other United States colleges, they have more direct access to American culture, provide more teacher-pupil contact, and are better geared to help academically deficient students. It was assumed, therefore, that adjustment to our way of life and the rigors of the American system of education would be easier for young Columbians in junior colleges than in institutions of higher learning in the United States.

In Florida coordination of Partners of the Alliance efforts falls within the Secretary of State's office. Mr. Benson, as Administrative Assistant, works closely with ICETEX and Florida's junior colleges and universities in facilitating student and faculty exchange. ICETEX locates students, utilizing materials furnished by junior colleges through the Secretary of State's offices, i.e., catalogues, application and scholarship forms. Mr. Benson receives completed applications from ICETEX, and forwards them to the junior college which can most adequately provide the curriculum needed by individual students. The junior college, of course, is the agency which decides whether or not to admit an applicant.

When admission is approved, the junior college notifies ICETEX, the student, and the Secretary of State's office. Within a few days the college is informed by ICETEX of the student's expected arrival time on campus. The International Student Advisor or the Dean of Students, with the assistance of the Secretary of State's office, locates and approves private housing.

It is felt that this form of coordination has several advantages. First, junior colleges have an agency for locating and processing students (through ICETEX); second, many students stay in the homes of Alliance Committee members. Such living arrangements added to the scholarship help and tuition wavers, eases the financial strain on these students. Finally, although ICETEX does not require that students return to Columbia to work and repay their loans, about 95 per cent of the students do return. This type of coordination and cooperation has practically assured that such student exchanges achieve their ultimate objective - that of providing Columbia better trained manpower.

Florida junior colleges have also profited from the program in that many never had international students before. Thus, because of the Alliance, more Florida junior colleges, as well as communities in which they are located, are experiencing the multiple benefits gained from international student exchanges.

7. Next Steps for AAJC.

The Conference concluded with a discussion, led by Dr. Woodman, on steps that AAJC might take to facilitate international education in the junior college. The following two recommendations were formulated:

1. That AAJC should create a commission, committee, or task force for the purpose of giving continued and systematic attention to international education in the junior college.

2. That AAJC should have a staff person assigned specific responsibility for international education. He would perform such functions as appearing at hearings on legislation relating to international education, maintaining liaison with international education agencies, and transmitting to junior college information relating to international education.